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AUTHOR Holden, Richard J.
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ABSTRACT

This student guide is intended to assist persons employed as supervisors in developing training plans. Discussed in the first two sections are the importance of training (the nature and benefits of a planned approach to training) and training plans (identifying training needs and preparing a training plan). Each of these sections contains an introduction, sections of instructional text that are interspersed with reinforcing learning activities, and a section summary. The third part of the guide includes a series of performance checks (an end check, a tutor check, and a work-based project). Concluding the guide is a unit review that reviews the objectives addressed in the guide, describes related extension courses, and lists recommended reference materials. (MN)

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An
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SUPERVISING INDUSTRIAL RELATIONS

80: Training Plans

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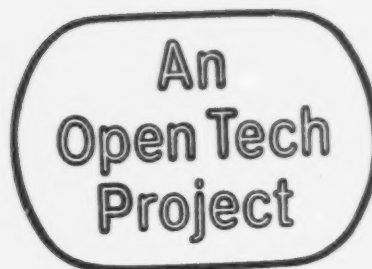
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80: TRAINING PLANS

Richard J Holden



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Richard J Holden
Training Plans (Number 80 in the CHOICE SERIES of
learning units)

Series Editor: Harry V Pardue
Northern Regional Management Centre.

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WORKING GUIDE TO THIS UNIT IN YOUR DEVELOPMENT PROGRAMME

This Unit

is now your personal property - it's not for handing back to your training officer or to a tutor. It is your working book.

The Contents

will increase in value to you each time you write on one of its pages. This is a working text for your personal notes - without notes its value is limited.

Qualifications

forget about certificates and diplomas - you don't need them for this programme. What you do need is the wish:-

- * to do your job better
- * for personal development

Your study time

is really up to you - we guess you will need about 8 hours in total. But it's your time - spend as long as you like.

How am I doing?

you can judge for yourself by checking out how well you cope with the tasks we call Activities and Self Checks which occur throughout the unit. You can also get the Tutor Check and/or the Work Based Project to your tutor for an unbiased view of your progress.

Work Pace

it's really up to you and depends on your interest. However, if you do well on the Activities and Self Checks, you could afford to speed up a little. Of course, if you don't do as well as you expect then you could slow down a little or flick back into the unit for a quick review of the more difficult ideas.

When in doubt

- ask or seek help from:

- * your family and friends
- * colleagues at work
- * your company training staff
- * other open learners
- * your tutor, by phone, by a visit to your support centre or by dropping your tutor a line through the post.

Don't worry

if what you learn doesn't seem to be of use to you now, remember that times change - it may be useful one day. Anyway, just knowing more improves personal confidence.

So now make a start:-

80: TRAINING PLANS by Richard Holden

ABOUT THIS UNIT

As supervisor you have many responsibilities, some to do with your own behaviour, and others to do with the behaviour of your workteam.

The purpose of this Unit is to look at your responsibility for Training at the work place. We consider the importance of training in that it effects quality, output and safety as well as other features of work.

The Unit covers some common problems we all face at work and shows how a planned approach can be used to help you meet your responsibilities.

IN THIS UNIT WE WILL:

- * develop a planned structure for training;
- * emphasise the practical approach in identifying training needs and in preparing suitable plans to meet these needs;
- * help you to be an effective trainer - whether the training task is small or large;
- * consider the contribution that the training you do makes to the efficiency of the organisation as a whole.

AUDIO TAPE Side 1

Before you continue through the unit, you should now listen to Side 1 of the audio tape that accompanies the unit. You will find it useful if you refer to the unit objectives shown below whilst you listen to the tape. You may wish to make the objectives clearer to yourself by making a note or two on the page as you listen.

OBJECTIVES:

When you've worked through this Unit you will be BETTER ABLE to:

- * understand the contribution that training can make to your workteam and their output;
- * describe the FOUR stages of a planned approach to training;
- * write clear and measurable training objectives;
- * choose suitable methods to train your workteam.

PART A THE IMPORTANCE OF TRAINING

1 Introduction

As a supervisor you have many demands made on your time, and may have asked yourself on occasions - why bother with training? Isn't it all a waste of time? Wouldn't it be better to concentrate on the job in hand?

Let's try and answer these questions by looking at what we mean by training.

2 The nature of training

We often use this term training in our conversations and dealings at work. I wonder if we all use the word to mean the same thing?

ACTIVITY 1 Time guide 5 mins

Think about the term training for a few moments, then write down, in the space provided, UP TO THREE examples of activities you regard as Training. I have entered one to get you started.

1 Being shown how to operate a new piece of equipment.

*

*

*

Typical examples which may be regarded as training activities are:

- * being shown how to operate a new piece of equipment;
- * being shown how to perform a new task;
- * hearing a lecture on health and safety at work;
- * spending a week away from work on a course;
- * attending a local college on day-release;
- * receiving instruction of first aid methods.

However these are only some chosen examples. Check that yours are things like this.

From this short exercise we can see just how wide the range of training activities is. So, when you talk about training and I talk about training are we both thinking of the same things?

However, we are likely to agree that all of these examples are aimed at reaching the same overall goal:

TO IMPROVE THE EFFECTIVENESS OF PEOPLE AT
WORK

REFERENCE 1
page 50

This then is our first important point. Training is an activity which aims to improve the performance of an organisations's workforce. In the book "TRAINING" the following definition of training is given:

TRAINING IS AN ORGANISED PROCEDURE WHICH
BRINGS ABOUT A SEMI PERMANENT CHANGE IN
BEHAVIOUR FOR A DEFINITE PURPOSE

At first sight you may feel that this bears little or no relation to our discussion so far. However the author is making two points:

FIRSTLY, let's see what he means when he claims that:

TRAINING CREATES A MORE OR LESS PERMANENT
CHANGE IN BEHAVIOUR FOR A DEFINITE PURPOSE

Let's be clearer by looking at two short case incidents:

ACTIVITY 2
Time guide
10 mins

Case 1

Margaret works in a confectionery firm. Until recently her job was to fill boxes with different sorts of chocolates. She has now been transferred to another section. Here she has to prepare the presentation boxes for Easter eggs. At first she was unable to perform this task efficiently. However after a few periods of instruction from her supervisor she was able to do the work to the required standards of quantity and quality.

Case 2

John is a young apprentice at an engineering works. In his first month with the firm he spent about an hour on two or three occasions, talking with one of the supervisors who has special responsibility for safety. As a result of these sessions he now knows more about the dangers of the machinery in the sections where he will be working.

Consider these two examples carefully. Why do you think it is correct to regard BOTH cases as ones where a change of behaviour has occurred?

Write down a few words or ideas.

It seems quite clear that in Margaret's case there has been a fairly CLEAR CHANGE in her ability to perform a specific task. She is doing things which before instruction she wasn't able to do but which are essential to her job.

SHE HAS LEARNT TO EXERCISE A NEW SKILL

This was the DEFINITE PURPOSE of the training. We can now say that there has been a change in Margaret's behaviour. In the world of industrial training we are looking for behavioural changes like this which improve BEHAVIOUR at work.

Now John's case. You may have felt that there was no obvious change in anything that he could DO. However we should note that the CLEAR CHANGE is in what John KNOWS. He now knows more about the dangers of machinery than he did before his sessions with the supervisor. This was the DEFINITE PURPOSE of the training.

JOHN IS NOW BETTER EQUIPPED TO BEHAVE IN A WAY THAT WILL REDUCE THE CHANCES OF ACCIDENTS

So, we could reasonably expect there to be a change in BEHAVIOUR as a result of the training, this time through the acquisition of some new knowledge.

Looking at these responses we can see that there are some key words there. They are also contained in this FIRST part of our definition of Training - its worth repeating here:

TRAINING CREATES A MORE OR LESS PERMANENT CHANGE IN BEHAVIOUR FOR A DEFINITE PURPOSE

If you were to look back to our typical examples of Training activities in Activity 1 you would see that most of these examples involve gaining either NEW KNOWLEDGE or a NEW SKILL. So we can state:

TRAINING MEANS GAINING NEW KNOWLEDGE OR A NEW SKILL OR MORE COMMONLY BOTH - FOR A DEFINITE PURPOSE

and that such Training will create:

AN IMPROVEMENT IN PERFORMANCE AT WORK

SELF CHECK 1
Time guide
3 mins

Respond to this statement by writing TRUE or FALSE in the space provided.

Gaining knowledge about a particular task is an important feature of training.

The answer to this self check is here in the following words, so you'll need to check out your answers carefully. Even fairly simple operations on a machine require some knowledge for the operator to use it effectively, so this statement is true. A training session may be designed to develop a new skill. But it will involve the learning of new information. For example, the learning of safety limits or operating procedures which will encourage improved performance of the particular skill.

Let's now look at the SECOND important aspect of our definition of training which requires clarification. This was:

TRAINING IS AN ORGANISED PROCEDURE

It's probably true to say that in many organisations much of the training takes place in an UNORGANISED way. When asked about training one supervisor said: "Well, it just happens!" Inexperienced people are expected to learn their jobs by 'exposure'.

In other words, picking up what they can from experienced fellow employees - you may know this as "Sitting by Nellie". The trouble with this is that it is haphazard and is likely to be inefficient. The time taken to learn this way may be lengthy and probably many bad habits will be passed on. Hence the need for any training activity to be ORGANISED so that it is much less of a 'hit and miss' affair.

In other words

THE SKILL AND KNOWLEDGE LEARNING THAT IS INVOLVED IN TRAINING HAS TO BE ORGANISED

From your position as supervisor you are well placed to organise much of the training likely to be required on your section. Hopefully, because of proper recruitment and previous training, most of your workteam can be trained by you to do what is required of them.

Before we move on to consider the benefits of training, let's check out our understanding of what we have covered so far.

SELF CHECK 2 Respond by completing each sentence with a suitable word or words.

Time guide

5 mins

- (a) Training at work involves _____ someone's behaviour.
- (b) This takes place through learning new _____ or gaining additional _____.
- (c) If training is to avoid being a haphazard affair it needs to be approached in an _____ way.
-

The answer to this self check is here in the following words, so you'll need to check out your answers carefully. Typical words you might use are: (a) changing, modifying, altering; (b) 1st word - skills, behaviours, 2nd word - knowledge, information; (c) organised. Other words with the same meaning are also suitable.

3 Training Benefits

Do you recall the start of this Unit where we questioned the value of training by asking some 'mock' questions like "Why bother with training?" "Isn't training a waste of time?". The questions weren't really raised in order to prompt answers - but let's deal with those questions and remarks which might challenge the worth of training. We do this best by being positive - seeking to establish the benefits of training rather than getting into an argument.

SELF CHECK 3 You may recall that a whole range of activities could fall under the heading of training. However as far as training at work was concerned we suggested that they were all aimed at reaching the same overall goal. Try to recall what this was by completing this sentence with the appropriate word.

Time guide
3 mins

"Improving the _____ of people at work."

The answer to this self check is here in the following words, so you'll need to check out your answers carefully: 'effectiveness' was the word we used earlier in the Unit. However, there are other words equally as good.

It's useful to think of this 'improvement' taking place in three ways:

- * Job performance
- * Developing potential
- * Coping with change

Let's look at each in some detail.

* Job Performance our FIRST improvement task.

As supervisor you occupy a key position of influence over the performance of your workteam. You know them better than anyone else, and are best placed to check out any difficulties they may have. With this "inside" knowledge you will be able to help them improve their skills and knowledge.

One of your main concerns is to improve the job performance of your workteam. To begin with you will guard against inadequate performance which may be recognised in a number of ways.

ACTIVITY 3
Time guide
5 mins

Within your own work section note some of the symptoms of inadequate job performance.

eg Employees disregarding safety rules.

*

*

*

Some typical examples are:

- | | |
|------------------------------|------------------------|
| * disregard of safety rules; | * wastage of material; |
| * poor quality work; | * bad time-keeping; |
| * inaccurate work records; | * missed deadlines. |
| * customer complaints; | |

Most of these require some remedial training which although time consuming is very necessary. However, it would be fair to ask whether earlier intervention by training would have prevented such problems from arising in the first place!

Good initial instruction will reduce the need for remedial training - many aspects of inadequate performance can be avoided by careful early training. Thus attention to the need to train has two broad benefits:

IT AVOIDS THE PROBLEMS OF INADEQUATE
PERFORMANCE

IT HELPS TO ACHIEVE AND MAINTAIN DESIRABLE
PERFORMANCE

But training at work has an importance beyond the current job. This leads us to another value of training.

Developing potential our SECOND improvement task.

You may have heard the complaint - "it's difficult to get the right sort of people these days". You may even have said this yourself. But, we are often guilty of not making full use of the people in our workteams. For example, can you rely on someone in your section to do some of the jobs you normally do? You should be able to - of course to a limited extent. This points to an excellent reason for you to expand their abilities and prepare them for possible future promotion.

ACTIVITY 4
Time guide
3 mins

Think back to before you became a supervisor. Did anyone attempt to help you develop your knowledge and skills to equip you for a supervisor's job?

YES/NO _____

Note THREE things which might have helped you to cope in advance of your promotion or appointment.

Some things which can help in advance of any promotion are:

- * frequent talks with your manager;
- * talks with other management colleagues;
- * planned training either on or off company premises;
- * some private reading of your own;
- * taking some notes of certain incidents at work involving management;
- * reading company rules and regulations until known well.

You may have noted other useful items of training.

Hopefully, you received SOME help and training. If not, you may have found the job change particularly difficult because so much was new and different.

The point to note is that training can smooth the process of taking on a new job with its new responsibility. It also has a further value - it can help prevent those who want to 'get on' from becoming frustrated or dissatisfied, while they wait for their opportunity.

We can say then that training can help to:

DEVELOP PEOPLE TO FULFIL THEIR TRUE POTENTIAL

Let's consider now the third benefit on our earlier list.

Coping with change our THIRD improvement task

Organisations are continually changing. These changes often require alterations in the way that people perform their jobs.

ACTIVITY 5
Time guide
10 mins

-
- (1) Describe briefly, a possible change in your own organisation which would probably mean a change in work practices.

- (2) What new knowledge and skills would this require change?

Given the wide range of possible changes, it is not possible for me to predict your response but I include two common examples of change to help us develop our thoughts.

- * Introduction of a micro computer to handle sales invoices. This would require knowledge of new procedures as well as keyboard skills to use new equipment effectively.
- * Agreed greater flexibility in working practices between trades. This might require that the electricians be taught how to perform some of the tasks normally done by a machine fitter.

REFERENCE 2
page 50

People are often worried by things which disturb established routines and practices. This can often lead to organisational changes being resisted and new skills and knowledge not being absorbed effectively. In the book "PEOPLE AND WORK ORGANISATIONS" there is a short section which notes some personal reasons why some people resist change.

As supervisor you are in a position to help those in your section come to terms with whatever is required in a new situation. In this sense therefore, training can help people

TO LEARN NEW SKILLS AND KNOWLEDGE

and

TO COPE BETTER WITH CHANGE ITSELF

SELF CHECK 4 Which of the following situations would probably benefit from a
Time guide programme of training:
8 mins

- (a) no cover available for leading operator on 3-days per week
 - (b) no agreement with trade union on weekend overtime working
 - (c) clerical staff expressing reservations about the usefulness of word processors
 - (d) a large number of working days lost through absence attributed to lifting strains
 - (e) poor canteen facilities
-

The answer to this self check is here in the following words, so you'll need to check out your answers carefully. (a) Training can remove the problem of cover by training someone else to handle additional responsibilities; (c) Training can help clerical staff come to terms with such equipment; (d) Training can help improve productivity by the development of proper lifting techniques. The other items do not point to training needs.

4 A Planned Approach to Training

So far we have explored what is meant by the term 'training' and have illustrated a number of ways where training can assist in improving the performance of people in an organisation. There is no one best way to train but training is much more likely to be effective, and have definite benefits for your section, if a planned approach is adopted.

Let's, therefore, consider what a planned approach to training means in practice.

Our planned approach has **FOUR** main stages

- * **FIRST** - We must identify the various training **NEEDS** within workteams. These needs can include induction of new starters, improvement training of people who are a little 'rusty' and perhaps retraining for new jobs and new responsibilities.
- * **SECOND** - Before any training gets underway, careful thought must be given to what must and should be included. This is the essential **PREPARATION** needed to set suitable training targets and to decide how best to do the training.
- * **THIRD** - Time and care spent on our first two stages is never wasted - before anything is **IMPLEMENTED** it should first be planned for. This will ensure the success of the training programme when we now come to do it.
- * **FOURTH** - It is important that we control what is happening during training. We need to ensure that the trainees make satisfactory progress. We do this by matching their performance and **EVALUATING** how well they do. By giving them help and encouragement we provide the **FEEDBACK** essential to all learning. This careful monitoring will allow us to revise some aspect of the training should the need arise.

Let's remind ourselves of these four stages in their proper order.

1	NEED	The identification of training needs; finding out who needs training and in what areas
2	PREPARATION	Thorough consideration of what is to be covered, to what standard, and using what method, equipment, etc
3	IMPLEMENTATION	Running a training programme, session or carrying out a period of instruction
4	FEEDBACK AND EVALUATION	Checking, monitoring, and reviewing the trainee's progress, and making adjustments as NEEDED .

SELF CHECK 5
Time guide
5 mins

Here is the list of our FOUR stages in the planned approach to training.

NEED
PREPARATION

IMPLEMENTATION
FEEDBACK AND EVALUATION

Using the list complete the following table by writing in against each of the activities shown, its appropriate stage.

<u>Activities</u>	<u>Stage</u>
* Watching a trainee perform a task to make certain that improvement is evident.	* _____
* Demonstrating how to use a warehouse trolley.	* _____
* Asking a new employee about their previous experience.	* _____
* Deciding on the best method of training someone to operate a drilling machine.	* _____

The answer to this self check is here in the following words, so you'll need to check out your answers carefully. Let's go through this table and make very sure that we can recognise our stages in practice. Stage 1 NEED "Asking a new employee about their previous experience" is a first attempt at discovering need. We will find out whether they have had any experience or not. If they have had experience then we will learn how much expertise they have and check the value of this experience to the job now facing them; Stage 2 PREPARATION "Deciding on the best method of training someone in operating a drilling machine" - this shows the trainer thinking about what can be done and what is needed to conduct the training. As there is usually more than one way of doing the training the trainer must choose the best method from the practical alternatives available; Stage 3 IMPLEMENTATION "Demonstrating how to use a warehouse trolley" - actually showing and explaining how a task should be done is clearly a part of implementing the training - getting them to do it is another part; Stage 4 FEEDBACK AND EVALUATION "Watching a trainee perform a task to make certain that improvement is evident" - can you see that this checking on progress is what we mean by evaluation and feedback? We get this feedback by watching and evaluate how well they are doing and, of course, give help and guidance when necessary. There is another unit in this series which goes into more detail about implementation and feedback. You are invited to take it up at this stage should you wish to explore these areas further.

EXTENSION 2
page 49

These FOUR stages give a useful and sound approach on which to base our training programmes. In this unit we will study TWO of these stages in more detail, these are IDENTIFYING TRAINING NEEDS and PREPARATION FOR TRAINING.

5 Summary

Before moving on to look at our TWO stages let's review our work to here:

- * Training will improve the EFFECTIVENESS of people at work
- * Training IMPROVEMENT takes place in THREE ways:
 - * Job PERFORMANCE
 - * Developing POTENTIAL
 - * Coping with CHANGE
- * Training is designed to CHANGE BEHAVIOUR
- * It involves changes in people's KNOWLEDGE and SKILL for specific purposes.
- * Training is more likely to be effective if it is carried out in a PLANNED way.
- * The four stages of a planned approach are:
 - NEED
 - PREPARATION
 - IMPLEMENTATION
 - EVALUATION AND FEEDBACK

PART B TRAINING PLANS

1 Introduction

We have demonstrated the value of Training to anyone who is responsible for the work of others. This means you as well as your management colleagues. Now we need to develop our ideas in more detail. Specifically we will focus on our two stages of Planning for Training which are:

NEEDS - identifying training needs

PREPARATION - preparing for the actual training

Let's look at each stage in turn.

2 Identifying training needs

As we have said earlier in this Unit training needs become evident in a number of ways. Examples would include these symptoms of need:

- poor performance in the workteam
- inexperience of a new starter
- high accident rates
- high levels of reject work

In themselves, however, symptoms such as these tell us very little. A supervisor needs to be sure that it is not a machine or some materials which are at fault before embarking on a programme of training. In other words, we must be able to identify where a problem lies and whether or not training will solve the problem.

So let's see how we might set out to find a training need which may give rise to some of the symptoms we have just listed. It is quite possible that you have had to move people onto different jobs due to absenteeism. We could then begin by drawing up an EMPLOYEE-JOB matrix - it sounds more complicated than it is. Let's explore this technique through a self check.

SELF CHECK 6
Time guide
10 mins

This shows a number of girls in a workteam who have different abilities to do the various jobs on their section.

Job Title	Workteam Member					
	Mary	Joan	Hilda	Pat	Jean	Betty
Leading Operator		Yes				
Charging Operator		Yes		Yes		
Mixer				Yes	Yes	
Solution Operator		Yes	Yes			Yes
Paste Mixer		Yes	Yes	Yes	Yes	
Service Operator	Yes		Yes	Yes	Yes	Yes
General Helper	Yes	Yes	Yes		Yes	Yes

'Yes' means that the girl is able to do the jobs where shown.

This is what we call an Employee-Job matrix - look at the entries for a minute or two

(a) Now write down THREE jobs which would be most at risk if absentee levels were to be high:

- * _____
- * _____
- * _____

(b) Now write down the names of TWO girls who are least able to be moved to other jobs:

- * _____
- * _____

The answer to this self check is here in the following words, so you'll need to check out your answers carefully. (a) Leading Operator - only one girl can do this job, Charging Operator - only two girls can do this job, Mixer - only two girls can do this job; (b) Mary - can only do two of the jobs, Betty - can only do three of the jobs.

The employee-job matrix represents a straightforward but nevertheless useful device for finding out more about the training needs of any department or section. It can also point us to a more precise description of training need.

Look again at the matrix in self check 6; should Mary be required to cover for Jean she is currently unable to do so. She lacks the skills and knowledge to do the job of a mixer. So, we see that:

**a TRAINING NEED is the difference between:
the knowledge and skills which a task
DEMANDS and the knowledge and skills that a
person HAS**

Such needs might apply to a task which is one part of a job holder's existing duties or it may apply to someone about to take up a new job, as would be the case if Mary were asked to cover for Jean.

So the task of the trainer is to define the differences clearly before removing them with appropriate training.

SELF CHECK 7
Time guide
5 mins

Imagine that you supervise a small workgroup of four people in a stock control office. They can all use the two computer terminals in the department. Their use is an essential part of the job, updating the computer files as stock comes in or is taken away. Ron is joining your section from elsewhere in the organisation. His existing supervisor tells you that as far as he knows Ron has not operated a computer terminal previously. You are anxious that Ron becomes familiar with computer terminals very quickly.

From the information available in this case, is there a training need in this situation? YES or NO.

YES/NO _____

The answer to this self check is here in the following words, so you'll need to check out your answers carefully. Yes - From the information we have, it is clear that Ron will require some training before he can operate the equipment with ease. There is likely to be a gap in aspects of his knowledge about the equipment and in his skills to use it effectively.

Let's stay with this Self Check a little longer - having established that there is a TRAINING NEED Ron's new supervisor still needs more information. He needs to specify this need:

'What KNOWLEDGE will Ron require?'

'What SKILLS is he lacking?'

So you resolve to have a chat with Ron prior to his moving over to your section. In the discussion it becomes apparent that whilst Ron has never operated a computer terminal before he has recently bought a home computer and is beginning to get a feel for the keyboard, running simple games and programmes. As a result of the chat you begin to draw up the following table.

Training Need Analysis by Task

<u>TASK</u>	KNOWLEDGE		SKILLS	
	REQUIRED	POSSESSED (YES or NO)	REQUIRED	POSSESSED (YES or NO)
<u>Task 1</u>				
Input of stock information to computer file via terminal	Access procedures for stock files held on computer	NO	Keyboard skills	YES, but very limited

Of course there may be other knowledge and skills that Ron would require, so it's important to regard the above table as only an extract from a fuller document. However, it does indicate that one key area of NEED is the ability to make use of a computer terminal. There is a need both in Ron's knowledge (how the machine works) and, though to a lesser extent, in his skills (using the keyboard effectively). This is important information for you, his new supervisor - it will help you provide training 'tailored' to Ron's particular needs.

ACTIVITY 6
Time guide
10 mins

There are bound to be training needs amongst members of your workteam. Name one of them who you feel does require some training, maybe your newest starter. Now try and identify the needs in skills and knowledge using this table. Enter a brief description of tasks 1, 2 and 3.

Person's Name	KNOWLEDGE		SKILLS	
	REQUIRED	POSSESSED (YES or NO)	REQUIRED	POSSESSED (YES or NO)
Task 1: Brief description				
Task 2: Brief description				
Task 3: Brief description				

The training need you have described will have a SKILLS and a KNOWLEDGE aspect to it. You may recall that we have made this point earlier in the Unit. Even in manual operations of a very routine nature the job holder must KNOW certain things before they can DO their jobs effectively. An obvious example is that many tasks require the job holder to know about key safety points of the work process before performing the work tasks.

EXTENSION 3
page 49

If you found using this table a useful way to specify and record training needs you might like to make use of it at work - feel free to photocopy it for your own use. Don't forget also the possibility of using an EMPLOYEE-JOB matrix which we also looked at earlier.

Use whichever technique you find most useful for your section in achieving the end result which is effective training. You could also pick up a few more ideas from the Video "WHO'S FOR TRAINING".

In our earlier example, Self Check 7, involving Ron, the information on the training need was obtained through talking with Ron himself - the prospective job holder. Thus training needs can begin to be identified by:

FACE-TO-FACE DISCUSSIONS

We can add to this information by:

OBSERVING PERFORMANCE OF THE ACTUAL TASKS

These are TWO very simple but useful techniques of NEEDS analysis.

Identification of training needs requires you to have a good working knowledge, of the different tasks involved in a particular job. Without this you are not really in a position to identify what knowledge and what skills are required and to what standard they should be held.

You may find it helpful to refer to up-to-date job descriptions, if such documents exist in your section. These will list and describe the range of tasks and duties that are part of any one job. Familiarity with the tasks involved in a job not only helps identify and analyse the training need but also:

GREATLY ASSISTS IN THE PREPARATION WHICH IS
NECESSARY BEFORE ANY TRAINING CAN BE
IMPLEMENTED.

SELF CHECK 8
Time guide
8 mins

-
- (1) Respond by completing each sentence with a suitable word or words.
- (a) The difference between the skills and knowledge required in a job and the skills and knowledge held by the prospective job holder is known as the _____.
 - (b) In order to analyse training needs effectively it is very important that a supervisor has a good _____ of the particular job in question.
- (2) A supervisor has obtained details on the training needs for one of the less experienced members of his section. Respond by putting a mark against ONE of the following statements which indicates how best this information could be used.
- (a) to plan suitable training to meet the identified need
 - (b) to plan the best time to do some training
 - (c) to revise the relevant job description
 - (d) to complete a training need analysis document
-

The answer to this self check is here in the following words, so you'll need to check out your answers carefully. 1 Typical words you might use are (a) training need (b) working knowledge, day-to-day understanding. Other words with the same meaning are also suitable; 2 (a) to plan suitable training to meet the identified need. You may remember that in the case example involving Ron once his new supervisor had obtained information on the training gap, he was in a position to plan training 'tailored' to Ron's needs. You may have responded (d) perhaps you were thinking that completion of a training need analysis document was how I suggested that the information might be recorded. However, such a document is only useful if it is put to good use in providing suitable training.

Let's now bring this section to a close by briefly looking back to our examination of what was meant by the term 'training'.

SELF CHECK 9
Time guide
3 mins

Can you recall how we defined training? Try to complete the following sentence which is taken from an earlier section of our Unit.

"Training is a more or less permanent change in _____ for a specific purpose."

The answer to this self check is here in the following words, so you'll need to check out your answers carefully. "Training is a more or less permanent change in behaviour for a specific purpose". You could have inserted "knowledge and skills" or "performance" but we did use "behaviour" in this earlier definition.

You will recall that we went on to suggest that this change would involve a change in what someone COULD DO and in what they KNEW. We can now see the connection with the idea of 'training needs'. In identifying the gaps in skills/knowledge, we were pointing to the CHANGE IN BEHAVIOUR required to ensure that the job holder's performance will be at an efficient level.

**IDENTIFICATION OF A TRAINING NEED PINPOINTS
WHAT TRAINEES MUST LEARN IN ORDER TO BECOME
BETTER AT THEIR JOBS**

This is the first stage in a PLANNED APPROACH TO TRAINING which will help to ensure that the required change in behaviour is effectively achieved.

3 Preparation - preparing for the actual training

While analysis of training needs is the first important stage of any planned approach a lack of subsequent preparation has ruined many a potentially good training programme. Let us, therefore, turn our attention to this stage of preparation. We recall what was said about this when we considered it as the SECOND of our FOUR stages. We said that

**PREPARATION IS THE THOROUGH CONSIDERATION OF:
WHAT IS TO BE COVERED TO WHAT STANDARD;
WITH WHAT METHOD AND EQUIPMENT ETC**

From this, it is useful to identify three processes which are the essential basis of preparation for training.

They are

- * SETTING OBJECTIVES
- * CHOOSING AN APPROPRIATE TRAINING METHOD
- * GETTING ORGANISED

We will explore each of the these THREE processes in detail.

SETTING OBJECTIVES the FIRST of our THREE processes.

Before we start any training we need a target to aim at; something to tell us if we've been successful. We must:

SET OBJECTIVES

We can begin to specify what we mean by an objective by starting with its simplest definition:

AN OBJECTIVE IS THE EXPECTED OUTCOME OF ANY ACTION WE UNDERTAKE

For example, we might set ourselves certain objectives for the day, thus,

"By the end of today I will have planned out next week's maintenance schedule."

On the first page of this Unit you can see that there are a number of objectives for this Unit. One of them states that on completion of the Unit you will be better able to

'Describe the FOUR stages of a planned approach to training'

and another states that on completion of the Unit you will be better able to

'Choose suitable methods to train your workteam'.

Objectives such as these indicate two things. Firstly, what will BE LEARNT from the unit and secondly, what you will be able TO DO on completion of the Unit.

In other words, an objective for a training session:

DESCRIBES THE REQUIRED KNOWLEDGE, SKILLS AND BEHAVIOUR TO BE ACHIEVED BY THE END OF THE TRAINING SESSION

The key phrase we need to focus on here is REQUIRED CHANGE IN KNOWLEDGE SKILLS AND BEHAVIOUR.

A well written objective has TWO main features.

* It describes PERFORMANCE

That is, it says what the trainee WILL BE ABLE TO DO, for example, "Machine-sew seams to join the pieces of cloth" or what the trainee WILL KNOW, for example, "Be familiar with the safe operating procedures for a grinding machine".

But it still lacks any indication of HOW WELL the task should be PERFORMED or HOW WELL the procedure should be KNOWN. Hence the need for our second feature.

* It states the STANDARDS that are to be reached.

For example, "Machine sew a STRAIGHT SEAM, 12 INCHES LONG WITH NO BREAKS, to join pieces of cloth" and "Be familiar with the safe operating procedures for a grinding machine AS SET OUT IN THE APPROPRIATE MANUAL".

Standards may also indicate SPEED or the RATE at which something will be done, that is that a known level of competency will be achieved within 2 WEEKS.

Objectives set in this way are helpful because they leave little room for confusion or doubt. Trainers will know that they will be able to assess the end behaviour or end knowledge and measure the degree of success against a clear standard.

SELF CHECK 10 (1) Read the following objective carefully.

Time guide

10 mins

"By the end of his training session the apprentice should be able to rectify soldering faults in electric circuits at the rate of more than 20 per hour and with less than a 1% fault rate."

Now, in the spaces provided write out that part of the objective which refers to PERFORMANCE and that referring to STANDARDS.

PERFORMANCE _____

STANDARDS _____

- (2) Consider the following two versions of an objective. By the end of the training session the employee will be able to:

VERSION 1

Type a letter properly

VERSION 2

Copy type a letter according to company standards of layout and presentation, with no mistakes, using an electric typewriter.

- (a) Which is the most useful objective, Version 1 or Version 2?

VERSION : _____

- (b) Write ONE sentence which explains your answer.

The answer to this self check is here in the following words, so you'll need to check out your answers carefully. (1) Performance - rectify soldering faults in electric circuits. Standards - at the rate of more than 20 per hour and with less than a 1% fault rate. If you are confused about this, flick back into the Unit to where we dealt with the two main features of well written objectives. (2) (a) The most useful objectives is Version 2. (b) In version 2 the expected end behaviour is much clearer and it will be easier for the trainer to check progress against the company's standards on layout and on typing errors. A particularly perceptive response would also have mentioned that Version 2 specifies certain conditions under which this performance is expected ie "using an electric typewriter". It is sometimes very helpful to include conditions such as this in our objectives for the same reason that it makes the end behaviour more precise and less open to misinterpretation.

The example used in question 2 of Self Check 10 deals with a skill - typing. It's not too difficult to set an objective that incorporates something the trainee has TO DO and which can be seen to be either DONE or NOT DONE!

But think back to our earlier studies for a moment; we suggested that all skills training would include a knowledge aspect. How can we set an objective in a way where it can be proved that knowledge has been gained? Look at this 'knowledge' objective:

"At the end of this training session the trainee supervisor will be better able to understand the importance of effective leadership at the workplace."

On the face of it, it reads OK - it also deals with a useful thing for a trainee supervisor to know. But on a second and more critical look we can see the difficulty of 'proving' whether the training session has or has not been successful.

Words like 'understand' and 'know' are often used in knowledge objectives but are pretty vague. They provide no reliable means by which the supervisor can prove that the objective has been achieved. The only way he can check the trainee 'knows' something is by asking him to do more measurable things such as 'describe', 'list', 'explain' or 'identify'. These are all observable activities, which enable us to check end behaviour in terms of knowledge gained. We are advised therefore to use such words when devising our 'knowledge' training objectives.

ACTIVITY 7
Time guide
10 mins

Let's return to the knowledge objective on leadership - repeated here:

"At the end of this training session the trainee supervisor will be able to understand the importance of effective leadership at the workplace."

Try to devise a more suitable objective - one that can be used to check on success or otherwise of the training session. Write your version below.

"At the end of this training session the trainee supervisor will be better able to _____

Given the same task I would write: "At the end of this training session the trainee supervisor will be able to list three advantages of effective leadership at the workplace." or perhaps: "At the end of this training session the trainee supervisor will be able to explain the importance of effective leadership at the workplace."

The key words in these examples are LIST and EXPLAIN. I don't claim any great merit in these versions but at least they can be measured. Check that your version can also be measured.

SELF CHECK 11 Read the following case carefully.

Time guide
10 mins

Peter's supervisor wishes him to know all the known safety hazards on the machine he is learning to use. (There are 10 in all.) He decides to spend 1 hour with Peter one morning to go through this.

Write a suitable objective for this training session.

The answer to this self check is here in the following words, so you'll need to check out your answers carefully. Here are two possible objectives: (a) By the end of the training session Peter will be able to list all of the 10 known hazards; (b) Peter will be able to describe all of the 10 known hazards. Your answer may be slightly different. You may have felt it appropriate to allow the trainee some room for error and so stated that he should list, say, eight out of the ten hazards. You may have used a different word from 'list' or 'describe'. The important thing to check is that you have set an objective in a way that will help the supervisor assess whether Peter does in fact know the problems or not.

In practice, the training that most supervisors have to do will always involve both knowledge and skill aspects. When it comes to producing objectives we must be very careful that both types of end behaviour are covered by the objective - even if we have to write two objectives, one for the skill and one for the knowledge.

ACTIVITY 8
Time guide
10 mins

Think of a situation from your own workplace and try to set an objective or objectives, incorporating both SKILL and KNOWLEDGE training. (You might like to make use of material you first used in Activity 6.)

By the end of the training period the trainee will be

One thing you may have discovered is that writing good objectives is not always easy though it does become easier with practice. Check each objective to see that it contains the TWO FEATURES of a good objective: you may recall that these are: It must describe PERFORMANCE; It must state the STANDARD to be reached.

You might show your objective to a colleague who can check that it is clear and measurable.

Let's now recap on the main points we have made.

The value in setting objectives is that they provide a clear picture of the END BEHAVIOUR required to meet the TRAINING NEEDS.

Carefully written objectives ensure that MEASUREMENT is possible, so we can check on the quality and effectiveness of the training.

A good objective describes the PERFORMANCE required and the STANDARD to be reached - the objective is improved if a TIME SCALE is included.

Think back to the FOUR stages of the planned approach to training for a moment. Setting good objectives during the PREPARATION stage makes sure that effective EVALUATION is possible once the training session has been conducted.

We can now construct a short CHECKLIST for use when setting objectives.

CHECKLIST

- 1 Have objectives been set for the training session?
- 2 Have words been used that say precisely what the trainee will be able to do at the end?
- 3 Does the objective include the standards that should be reached?
- 4 Does each objective contain a time scale by which the performance standard will be met?
- 5 Is each objective clear to you and to the trainee?

One final point. Well written objectives will considerably improve the quality of training. However, it's important not to view them in isolation. To have the desired effect on performance, objectives need to be set in relation to carefully identified training needs and followed up by further preparation and a well implemented training programme.

* Choosing a training method - the SECOND of our THREE processes.

Having established a training need and set objectives, the trainer must decide what method of training to use. The key questions we consider here is:

How best can the trainer ensure that the trainee achieves the objectives set?

You are responsible for the productivity of your workteam. Because training greatly effects performance:

YOU BECOME NATURALLY RESPONSIBLE FOR TRAINING
AT THE WORKPLACE

Other people, for example a training officer, are usually responsible for any training that takes place away from your workplace.

THEREFORE WE WILL RESTRICT OUR ATTENTION TO
THE GROUP OF METHODS AVAILABLE TO YOU AT THE
WORKPLACE KNOWN AS ON-THE-JOB METHODS

Let's explore THREE methods - knowing about them will guide the appropriate choice of method for the particular purpose.

3.1 "Sitting by Nellie"

We may feel that a title such as this is a little odd - however, it is in common use, and does describe a simple and convenient form of training. This commonly used method of training is to place a trainee alongside one who is more competent. In this way the trainee can learn the job from the experience of the other. If we call this skilled person "Nellie", we see how this "Sitting by Nellie" method got its name.

For this method to be of value we would expect "Nellie" to be asked to accept the role of a trainer and all that this implies. It means that "Nellie" will answer small queries and explain some key points on simple methods - but it doesn't normally go beyond this simple level.

ACTIVITY 9 Time guide 5 mins

Write down TWO advantages and TWO disadvantages of this "Sitting by Nellie" method.

ADVANTAGES

DISADVANTAGES

Some of the advantages are:

- * convenient - if we hand-over the training job to "Nellie" we can get on with other work
- * cost-effective - no great training costs are incurred
- * maintains output - although "Nellie's" output may reduce slightly the trainee's production may more than compensate
- * best method is learned - by choosing a skilled operator to be "Nellie" the trainee should learn the best methods

Some of the disadvantages are:

- * loss of control - by handing over the training to "Nellie", we lose our own control over what the trainee learns
- * ineffective - "Nellie" may well be a competent operator - but may not be a competent trainer. After all, training is more than just 'showing'
- * bad habits - it is quite possible that "Nellie" achieves high output by neglecting some parts of the job which relate to Quality or even Safety
- * resentment - perhaps "Nellie" quietly objects that being efficient has led to this extra training burden.

There may be other items you can add to this list but let's leave it there for the moment.

The greatest danger of this "Sitting by Nellie" approach is that it:

MAY BE CHOSEN FOR THE CONVENIENCE VALUE TO
A SUPERVISOR AT THE EXPENSE OF ITS
EFFECTIVENESS AS A TRAINING METHOD

Clearly any trainee will benefit by spending some time with a competent operator - but before using them as our "Nellie" we need to ask ourselves **THREE** questions:

- 1 Is this the best way to achieve our set objectives?
- 2 Can the chosen skilled operator also be a skilled trainer?
- 3 Can we still maintain control of the trainee's progress?

EXTENSION 3
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3.2 Demonstration and Practice

This method may sound a bit like our "Sitting by Nellie" approach - but it is quite different. Here we are dealing with a method which is led and conducted by an experienced trainer. For a variety of good reasons, this experienced trainer should be the supervisor.

We can describe the method by simply detailing the name of the method - Demonstration and Practice.

Demonstration:

The supervisor SHOWS and EXPLAINS the details of the job while doing the job slowly and clearly.

Practice:

The supervisor leads the trainee into doing the job in the way just demonstrated. While they do the job the supervisor confirms and corrects the trainee's efforts, reminds them of certain key points and answers any questions posed.

Let's compare this Demonstration and Practice method to our previous method of "sitting by Nellie".

ACTIVITY 10
Time guide
10 mins

I'll do this by including each of the advantages and disadvantages from Activity 9, in a statement. You should respond to each statement by writing TRUE or FALSE in the space provided.

- 1 Demonstration and Practice is more convenient than sitting by Nellie _____
- 2 Demonstration and Practice is more cost effective than sitting by Nellie _____
- 3 Demonstration and Practice maintain output better than does sitting by Nellie _____
- 4 The best method is learned better with Demonstration and Practice than with sitting by Nellie _____
- 5 Loss of control is more likely to occur with Demonstration and practice than with sitting by Nellie _____
- 6 Demonstration and Practice is more effective than sitting by Nellie _____
- 7 Demonstration and Practice induce less bad habits than sitting by Nellie _____
- 8 Demonstration and Practice remove any resentment caused by sitting by Nellie _____

1) False, because you do the training you can't get on with other work - but you do ensure that the planned training is taking place; 2) True, of course it depends on what we mean by "no great training costs are incurred" - we should accept that training is part of your responsibility and therefore is time well spent; 3) True, we can claim, because "Nellie" is not now involved in training, that output is improved; 4) True, we may claim that by you doing the training the best method IS learned; 5) False, by doing the training yourself you are bound to keep the control of training; 6) True, because your job is to train, then the training effort will be more effective; 7) True, you are there to insist that no bad habits are developed; 8) True, as training is part of your job you will have no reason to be resentful, obviously Nellie can't object - Nellie is not involved.

Although you may not always have responded as I have I feel quite confident that we will agree on the conclusion we can draw:

**DEMONSTRATION AND PRACTICE IS A VASTLY
SUPERIOR METHOD THAN "SITTING BY
NELLIE"**

3.3 Coaching

This method is best thought of as an extension of Demonstration and Practice. It is a method designed to improve the performance of anyone who is able to do the job with a reasonable degree of competence.

EXTENSION 4 page 49

In the book 'Training' the author quotes coaching as "the process of systematically increasing the ability and experience of the trainee by giving him planned tasks coupled with continuous appraisal and counselling by the trainees supervisor". Because you are that supervisor you have many opportunities throughout the working day to conduct this form of training:

COACHING IS A PARTICULARLY APPROPRIATE AND POWERFUL TRAINING METHOD FOR A SUPERVISOR TO ADOPT

In practice this means that you as the supervisor-trainer checks up on the progress being made and gives extra advice and encouragement which promotes better performance. You can discuss with the trainee their progress and deal with any problems being experienced and give extra information which will help.

In that this method is so useful we should list its stages:

- * set out the task and describe what is required
- * check out by occasionally witnessing progress to judge performance
- * inform trainee of performance and discuss how progress may be advanced

ACTIVITY 11 Time guide 8 mins

You need someone to be trained in inputting simple stock control data on a computer terminal. On checking around the office you find that Jean used to work on stock control at her previous job. She entered the data on a series of cards which formed the basis of the system. Another girl Mary, who now does clerical costing work used to be in a typing pool some years ago.

Let's assume, for this example, that you have decided that coaching is to be the training method. Who would you choose for this computer, stock-control job, Mary or Jean:?

Briefly explain your choice:

My choice would be - Mary: inputting data to a computer terminal means the use of a keyboard rather like a typewriter. It's not quite the same so training is needed but the basic skill which needs further development in keyboard skills. Mary has this and would likely benefit from coaching as a training method.

Jean, although she knows about stock control, doesn't have any keyboard skills to develop so coaching can hardly help.

To use COACHING we would use our three stages listed earlier:

- * carefully describe the task to Mary at the computer terminal keyboard explaining the similarities and differences to a typewriter.
- * having set her to work, return to check out how she is getting along.
- * talk over with Mary how she is progressing, hear what she says herself and offer advice on how competence can be developed.

This is an example of how coaching could properly be used to DEVELOP EXISTING SKILLS AND ABILITIES.

So this method is really a development of previous training:

**COACHING IS DESIGNED TO IMPROVE EXISTING
COMPETENCE AND PERFORMANCE**

Let's review our THREE on-the-job methods with this Self Check.

SELF CHECK 12 Respond by completing each sentence with a suitable word or words.

Time guide
10 mins

- (1) Our THREE on-the-job training methods are "Sitting by Nellie",
_____ and "Coaching".
 - (2) "Sitting by Nellie" is done by putting a trainee with an
_____ operator.
 - (3) "Demonstration and Practice" is normally be done by the
_____.
 - (4) "Coaching" is really _____ to previous training.
 - (5) "Demonstration and Practice" is _____ method than
"Sitting by Nellie".
-

The answer to this self check is here in the following words, so you'll need to check out your answer carefully: (1) Demonstration and Practice; (2) experienced, competent, skilled; (3) supervisor; (4) a supplement, an addition, an extra; (5) a better, a superior. Other words with the same meaning are also suitable.

We should now conclude our look at our PREPARATION stage by confirming that you have a training responsibility. You must decide whether a training effort is needed within your workteam. If you so decide then it is up to you to see whether the training objectives can be met by an ON-THE-JOB method. If the training objectives cannot be met by any of these methods then you should seek the advice and help of your training officer or manager. They can make arrangements for some OFF-THE-JOB training.

By off-the-job we mean that the training takes place in a Training Room or Area set aside specifically for this purpose. If no such facility exists in your organisation then the outside help of a college or training school may be needed.

*** Getting Organised the THIRD of our THREE processes.**

For any training session preparation doesn't end with the setting of objectives and choice of method. Some time spent organising the material and checking a number of other details can pay handsome dividends.

In particular it can help avoid the difficulties this supervisor seems to get himself into at the start of his training session:

Supervisor: "Right. Now this form . . . No, sorry, let me start at the beginning. I'm going to show you how to complete an SRC . . . you'll notice it's pink . . . there are some blue and some white ones but we use them for ordering . . . no, hang on, I'd better talk about that later. Now, the pink forms . . . you see all the boxes on the right hand side? Well, they're to allow all the information from the SRC . . . did I tell you what that stands for? . . . Sorry . . . It's Stores Requisition Card . . . we tend to talk in jargon a bit round here . . . yes, all these boxes mean the information can be fed straight into the computer, but that's not important. Well, it is, but the Stores people deal with that side of things. At least I think they do. Anyway, what is important . . . "!

His problems in deciding what to say and how to say it are plain to see. They would be eased if he was clearer on just what had to be covered to achieve set objectives and if his content was organised into a logical sequence.

An important part of preparation, then, is:

**ORGANISING THE MATERIAL TO BE COVERED
DURING THE TRAINING SESSION**

There are two practical steps which we can usefully note:

- 1 Grading the information
- 2 Sequencing the training material

Let's look at these in more detail.

Grading the information the FIRST of our TWO steps.

We need to grade information into different levels of importance.

- * what the trainee MUST know
- * what the trainee SHOULD know
- * what the trainee COULD know

REFERENCE 1
page 50

Let's consider what these grades of information mean by seeing how they are described in the book "TRAINING".

MUST KNOW

THE JOB:

sequence of movements for the job
keypoints affecting quality
special difficulties which may be met
safety points to avoid accidents
legal requirements

SHOULD KNOW

RELATIONSHIP TO:

other processes
other departments
supply of materials etc
where job fits in

COULD KNOW

BACKGROUND TO JOB:

historical details
future trends

MUST KNOWs are:

INFORMATION WITHOUT WHICH THE TASK COULD NOT BE SUCCESSFULLY COMPLETED:

For example, it might be the correct sequence in a particular job or the points where it is very easy to make a serious mistake. There may also be some vital information on safety.

SHOULD KNOWs are:

ALL THOSE POINTS WHICH A FIRST CLASS OPERATOR WILL KNOW:

Not knowing these may reduce performance slightly but will not normally have any serious consequences.

COULD KNOWs are:

THE REMAINING POINTS WHICH AN EXPERT OPERATOR
WILL KNOW:

We might say that not knowing these will not affect work performance but that knowing them is a measure of a wider interest in the company's affairs.

THE MUST KNOWs REQUIRE THE GREATEST EMPHASIS

Knowing these points, before running a training session, ensures that they are not lost in the process. Of course, it is important that we go beyond information of a 'must know' type. The more competent operator will know more than just what is absolutely essential. This helps in coping with difficulties as they arise and shows in their increased confidence at work.

WE NOTE THAT MANAGEMENT ARE EXPECTED TO
POSSESS ALL THREE GRADES OF KNOWLEDGE!

SELF CHECK 13 Here are three possible features of a training session on WIRING A 3-
Time guide point PLUG.
3 mins

One of these features MUST be known, one SHOULD be known and the other COULD be known. Write the appropriate word in the space provided.

Why the colour of wires in
domestic appliances have
changed in recent years.

_____ KNOW

The importance of the
EARTH terminal.

_____ KNOW

Which colour wire to
attach to each of the
three plug terminals.

_____ KNOW

The answer to this self check is here in the following words, so you'll need to check your answers carefully: Why the colour of wires in domestic appliances have changed in recent years. COULD KNOW - this may help memory recall of the correct wiring identification; The importance of the EARTH terminal SHOULD KNOW - knowing the safety function of the earth terminal draws attention to its connection; Which colour wire to attach to each of the three plug terminals MUST KNOW - serious consequences would arise if not known. It is ESSENTIAL that trainees know which colour wire to attach to which terminal for both functional and safety reasons. They SHOULD know why there is an earth terminal although ignorance of this would not prevent them wiring the plug correctly. Finally, why the colours of wires in domestic appliances have changed is of BACKGROUND INTEREST only.

Sequencing the training material the SECOND of our TWO steps:

Getting organised involves attention to the sequence or order in which to cover things. The actual sequence of the job is very often a sound basis for deciding this order. There is a clear logic to it which should assist the trainee's understanding. But, there may be occasions when a particular stage can be handled better out of sequence.

A particularly difficult part of the job, for example, might warrant special attention by way of additional demonstration and practice. This might be carried out quite separately from the sequential instruction of the whole task.

Two further principles relevant to sequence are:

*** MOVING FROM THE SIMPLE TO THE MORE DIFFICULT:**

For example, beginning a training session for a new sales assistant by demonstrating how to 'ring up' a cash sale before going on to cover how to handle payment by credit card.

*** MOVING FROM THE KNOWN TO WHAT SHOULD BE KNOWN:**

For example, building on trainees' existing knowledge and experience of home computers to help in explaining how customer records are held on the company's computer system.

SELF CHECK 14 Respond by writing TRUE or FALSE in the space provided.

Time guide
5 mins

- (1) When deciding to sequence our training material we should start with what the trainee knows and move to what they should know.

- (2) Training should ALWAYS follow the same sequence as the actual job.

- (3) A sound training sequence begins with the simpler material and moves to the more difficult.

The answer to this self check is here in the following words, so you'll need to check out your answer carefully. (1) Being familiar with the early part of the training session will build confidence from the start, so this statement is true; (2) Although it is mostly the case, some particularly difficult parts of the work might be better done on their own, so this statement is false; (3) true - like our first question, this will build early confidence.

4 A Checklist for Preparation

In this part of the Unit we have developed a framework for preparation. We have stressed that careful preparation is essential before we do any training.

This checklist will help to prepare for training:

- * TRAINING NEEDS
 - have you a note of key points in relation to the training needs?
- * TRAINING OBJECTIVES
 - have they been set?
 - can attainment be measured?
 - can we set a time scale?
- * TRAINING METHODS
 - who will do the training?
 - can it be done ON-THE-JOB?
 - using what method(s)?
- * WHAT TO COVER
 - what is the MUST KNOW information?
 - what is the SHOULD KNOW information?
 - what is the COULD KNOW information?
 - has a sequence been decided?
- * TIMING
 - how long is needed?
 - what breaks are required?
- * MATERIALS/EQUIPMENT
 - available?
 - working order?
- * OFF-THE-JOB
 - if it is best done this way who can arrange it for you?

EXTENSION 2 If you now have to run a training session yourself you might find it
page 49 useful to work through another unit in this series - Training Sessions.

5 Summary

- * A planned approach to training requires sufficient time to be spent in preparation.
- * Essentially, preparation for training means setting objectives which state clearly those changes in knowledge, skills and behaviour which are necessary for competent performance.
- * A decision must then be made on training strategy; this will consider:
 - who will do the training
 - where it will be done - on or off-the-job
 - using what method or methods.
- * Additional preparation involves organising the material to be covered and ensuring that all other necessary arrangements have been made.

PART C PERFORMANCE CHECKS

1 End Check

Time guide
60 mins

You may review your understanding of the Unit as a whole by completing this group of questions. **DON'T GUESS THE ANSWERS** - if you're not sure, flick back into the Unit and check before responding.

If you are still unsure then put a question mark against your response before proceeding.

TRUE/FALSE

Respond to each statement by writing TRUE or FALSE in the space provided.

- 1 Training involves change. _____
- 2 After completing this Unit you will have undergone a form of training. _____
- 3 A planned approach to training can make an important contribution to company profitability. _____
- 4 It is good practice to set training objectives before finding out details of training needs. _____
- 5 Objectives are NOT needed for short training sessions. _____
- 6 A skilled operator always makes a good trainer. _____
- 7 'ON-THE-JOB' training methods are useful for skill training. _____
- 8 When preparing to instruct, points that require emphasis should be clearly identified. _____

COMPLETION

Respond by completing each sentence with a suitable word or words.

- 9 In this Unit, training is described as a "more or less permanent change in _____ for a specific purpose".
- 10 To avoid haphazard and possibly ineffective training we are recommended to adopt _____ approach.
- 11 Good objectives describe performance and state the _____ that will be reached at the end of training.
- 12 Demonstration and Practice, Coaching and "Sitting by Nellie" are all examples of _____ training.
- 13 The more competent operator is familiar with the "must knows" and also the _____.
- 14 Our FOUR stages in a planned approach to training are:
 - 1 _____
 - 2 Preparation
 - 3 Implementation
 - 4 _____

MULTIPLE CHOICE

Respond to each question by putting a mark against the ONE answer which is most correct.

- 15 Which ONE of the following statements best defines training?
- (a) a process whereby an employee finds out how to perform a new task
 - (b) an organised process which brings about a more or less permanent change in behaviour for a specific purpose.
 - (c) a method whereby an employee is taught skills that he will need in his job
 - (d) a process of developing skills and knowledge which may be useful now or some time in the future.
- 16 Which ONE of the following pieces of information will best help establish the training need?
- (a) information on the trainee's personality
 - (b) information about the trainee's past experience
 - (c) information about the trainee's length of service
 - (d) the trainer's knowledge of the content of a training session
- 17 Which ONE of the following best indicates the benefits of training for an organisation?
- (a) developing the potential of the workforce
 - (b) a reduced number of accidents at work
 - (c) creating a more informed workforce
 - (d) being able to attract better quality staff
- 18 Which ONE of the following statements most accurately describes a training need?
- (a) the difference between what employees must know and what they already know
 - (b) the most unskilled section of an organisation's workforce
 - (c) a break in the process of normal working when some training is carried out
 - (d) the skill and knowledge that is required for a task compared to the skill and knowledge of the job holder

19 Which ONE of the following training objectives do you consider to be the most helpful for the trainer?

- (a) the trainee will be able to describe the ordering procedure and process up to 50 orders per day
- (b) the trainee will fully appreciate the main features of the ordering procedure and process the required number of orders per day
- (c) the trainee will be able to describe the 3 main features of the ordering procedure and accurately process at least 50 orders per day
- (d) the trainee will understand the 3 main features of the ordering procedure and apply this to processing daily orders

20 Which ONE of the various training methods listed below do you consider would best achieve the following objective:

"The senior warehouseman must be able to control, to the required standard, stock levels through use of the company computerised stock control system."

- (a) a film on micro computers followed by a series of talks from the warehouse supervisor
- (b) a period of demonstration and practice
- (c) a computer-based training programme on stock control plus a period of coaching
- (d) a period sitting alongside an experienced stock control clerk

21 Which ONE of the following best describes coaching?

- (a) putting the trainee with an experienced operator
- (b) consists mainly of verbal instruction
- (c) develops further the existing skill of the trainee
- (d) involves the supervisor performing the task

22 Which ONE of the following activities could arise from the training stage of "Feedback and Evaluation"?

- (a) deciding to extend the period of training because of trainee's lack of progress
- (b) showing the trainee how to do a particularly difficult task
- (c) drawing up an objective which can be measured
- (d) deciding where training is most needed

END CHECK - Checkout

Audio Tape
Side 2
Time guide
mins

The answers and explanations for these End Checks are on Side 2 of our Audio Tape. Have your responses with you as you play this tape. As you listen you can check out how well you have done and make notes as you proceed.

2 Tutor Check

Time guide
60 mins

Read the following case incident PARTS 1, 2 and 3, then deal with the accompanying questions.

Case Incident

Westfield Engineering recently landed an important new contract. This was particularly welcome - the company was only just coming out of recession during which about 50 people had been made redundant.

PART 1

Already, however, there were delivery problems with the new order which appeared to be largely the fault of the machining department, where Jack Jones was the supervisor. Jack's manager, Bob Harris, was most upset about the possibility of losing such a good order by failing to meet deadlines.

The total job was fairly simple - if there is a difficult part then it's in the machining department where the screws are cut to a tight specification. Bob decided to see Jack about the hold-ups in his department.

"I know there might be the odd problem" said Jack, "but I don't think anything is out of control. You've got to expect some teething troubles, it's early days yet."

Bob flared up: "Teething troubles! Output is always below target and rejects are up. What's the problem?"

It was Jack's turn to get angry. "I'll tell you what the problem is - it's those new operators we've taken on. They can't do the job properly. They were supposed to have done a week's re-training but they've hardly learnt anything, what little they did learn was half wrong anyway! You can't blame me if the training department doesn't do its job properly."

PART 2

Jack returned to his department thinking over the talk with his manager. Bob's parting comment had been: "What about YOUR training responsibility?" Jack thought back to before the new contract was signed. During a test run he and two of his experienced machine operators had achieved well over the target of 200 per day. After the contract was signed Jack put his best operator, Philip with two trainee operators onto this contract. The trainees were transferred from the departments and had been given a week's re-training in the company training department.

Jack asked Philip to keep an eye on these trainees and to give training help where necessary. They hadn't complained of any problems. However, Jack decided to check with Philip.

Philip reckoned that there was nothing wrong with the materials nor the machinery. He declared that his personal output would be up to target if he didn't have to give so much help to the two trainees. One of them he thought would be OK but the other one "couldn't catch on after days of me telling him what to do".

PART 3

Jack became a bit worried about the way Philip regards his responsibility for training and decides to talk to the trainees. He looked at their output records and finds that one was getting close to the daily targets but was having a lot of his work rejected. The other was trailing badly, only managing about half the required output.

When Jack talked to them he found them both rather disgruntled. It emerged that one of them had done similar work before moving to Westfields. He had found Philip's explanations OK but the other felt that he'd gone too fast. Both complained that Philip had more or less deserted them as soon as he'd shown them what to do. No clear guidelines had been set in terms of quality and both were confused about just what the daily target was supposed to be. The only real feedback they were getting was when Philip told them from time to time that they would have to produce faster and with much less waste.

You only need to write ONE or TWO sentences against each question.

(1) Return to Part 1 of this incident.

What should Jack do to check that the hold-ups are due to a training need?

(2) Return to Part 2 of this incident.

(a) What kind of ON-THE-JOB training method would you recommend to Jack?

(b) Why would you recommend this method?

(3) Return to Part 3 of this incident.

Jack now decides that he has to choose between FOUR ways of putting this problem right:

- * recommend replacement of one or both the new operators with more experienced men

- * Philip to return to his normal work and the other experienced machine operator to take over responsibility for the new operators

- * step in and do any necessary instruction and coaching himself, thus allowing Philip to work full time cutting the screw threads

- * begin to help Philip in how to be a good instructor.

(a) Which way would you choose?

(b) Why would you choose this way?

Send to
Tutor

Now get your answers to your study tutor either by post or handing it over personally. You will receive your tutor's assessment and comment back through the post as soon as can be managed.

3 Work-based Project

Time guide
60 mins

This Unit deals with the steps you can take in order to meet your responsibilities as an ON-THE-JOB trainer. Therefore this project centres on what you can do for your workteam.

- 1 Go back to your response to Activity 6 and make a copy of this table. Now that your training expertise has developed you might want to improve on it a little by adding in more detail.
- 2 Write down TWO clear training objectives for the person you have named in your table.
- 3 Which one of our ON-THE-JOB training methods would you choose in order to achieve these written objectives.
- 4 Explain why you believe your training method will be effective.

Send to
Tutor

Now get your answers to your study tutor either by post or handing it over personally. You will receive your tutor's assessment and comment back through the post as soon as can be managed.

PART D UNIT REVIEW

1 Return to objectives

Having completed your work on this Unit, let's review how you feel about each of our four opening objectives. I will repeat them here and add comment.

You will be better able to:

*** UNDERSTAND THE CONTRIBUTION THAT TRAINING CAN MAKE TO YOUR WORKTEAM AND THEIR OUTPUT**

We know that this contribution can take many forms, but our focus was really on individual output and better job cover for you. Two things that all supervisors will appreciate. You may judge whether this Unit has helped.

Now to our second objective:

You will be better able to:

*** DESCRIBE THE FOUR STAGES OF A PLANNED APPROACH TO TRAINING**

If you have met this objective you should at least be able to write down each stage - try to do this now to check out.

Now to our third objective

You will be better able to:

*** WRITE CLEAR AND MEASURABLE TRAINING OBJECTIVES**

If, when you are writing or thinking about what you want your training to achieve, your mind moves to measures of success, then you have met this objective.

Now to our fourth objective.

You will be better able to:

*** CHOOSE SUITABLE METHODS TO TRAIN YOUR WORKTEAM**

By now you will be more aware of the advantages and disadvantages of our THREE ON-THE-JOB training methods. This is the INFORMATION you need in order to make an effective choice from the alternatives. If you can recall this knowledge then you will be better able to choose.

I hope that this work you have done was enjoyable and useful enough to encourage you to continue in your studies.

2 Extensions

I recommend that you take up as many of these extensions as you can. They will further increase your understanding and interest. You will also be able to check out a number of the ideas that I mention in the Unit. The extra time and effort will prove very worthwhile.

EXTENSION 1 Book: Supervisory Management
Author: David Evans
Publisher: Holt, Rinehart and Winston

In Section 14 - there are a number of issues raised which we cover in this unit. But you should find it useful to dip into this section to widen your learning experience of training.

EXTENSION 2 Book: Choice Series Unit 81: Training Sessions
Author: Richard Holden
Publisher: Northern Regional Management Centre

Training Sessions gives some practical advice on how to run your training sessions so that your carefully thought-out plans actually succeed.

EXTENSION 3 Video: BBC TV series "SUPERVISORS"
No 6 - "Who's for training"

You can increase your ideas on training by viewing this video - it lasts about 25 minutes.

EXTENSION 4 Book: Training
Author: Michael Jinks
Publisher: Blandford Press

These three training methods are described in greater detail so will be a beneficial read. Please note that our "Sitting by Nellie" approach is called "EXPOSURE TRAINING" by the author.

These extension opportunities can all be taken up via your Support Centre.

They will either have the materials or will arrange that you have access to the materials. However it may be more convenient to check out the materials with your Personnel or Training people at work - they may well give you access. There are other good reasons for approaching your own people, for example they will become aware of your interest and you can involve them in your development.

3 References

- REFERENCE 1** Book: Training
 Author: Michael Jinks
 Publisher: Blandford Press
- REFERENCE 2** Book: People and Work Organisations
 Authors: J G Capey and N R Carr
 Publisher: Holt, Rinehart and Winston
- See Section 5.12

These references can all be taken up via your Support Centre. They will either have the materials or will arrange that you have access to the materials. However it may be more convenient to check out the materials with your Personnel or Training people at work - they may well give you access. There are other good reasons for approaching your own people, for example they will become more aware of your interest and you can involve them in your development.

If you do wish to make use of these references then don't think that you must read them right through. Just dip into them for a slightly wider treatment of the topic raised by the unit.

I should warn that the language and style of the writing is often difficult to cope with. So don't struggle with it too much. Do what I do when in difficulty, put the book back on the shelf and find a better one!

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